

# Orchards Church of England Primary School

Cherry Road, Wisbech, PE13 3NP

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Leaders and governors have ensured steady rather than rapid improvement in pupils' achievement and the quality of provision since the previous inspection.
- Leaders and teachers do not always expect enough of pupils and the attainment that they could potentially reach. Consequently, not all pupils fulfil their potential academically.
- Pupils' progress is not consistently strong across the school and their achievement requires improvement.
- The support given to teachers has not ensured that the quality of teaching is consistently good.
- Teachers sometimes give work to pupils that is too hard for the less able or too easy for the most able.
- Teachers do not give pupils the right level of guidance so that they know how to improve their work for themselves and do not repeat errors.
- Subject leaders do not do enough to improve the quality of teaching and pupils' learning in their subjects.
- The governing body does not provide enough challenge to help the school improve more quickly.

### The school has the following strengths

- Leaders care well for pupils from a diverse range of backgrounds. Consequently, there is a happy atmosphere in school and pupils feel safe.
- Children get off to a good start in the early years. They make good progress in the Nursery and Reception classes because they are taught well.
- Newly arrived pupils from overseas settle well and quickly become confident in speaking English.
- Pupils behave well. They are tolerant and respectful of each other and are kind and caring.
- Pupils enjoy school, particularly the high number of visits, visitors and clubs that enrich learning and bring subjects alive.

## Information about this inspection

- The inspectors observed pupils’ learning in 22 lessons, seven of which were observed jointly with the headteacher or the deputy headteacher. In addition, the inspectors made some short visits to lessons.
- Discussions were held with pupils, staff, a representative from the local authority and members of the governing body.
- The inspectors took account of the views of the 10 parents and carers who responded to the online questionnaire, Parent View. Inspectors also analysed the school’s own surveys of parental views and talked to parents at the end of the school day.
- The inspectors observed the school’s work, heard pupils read and looked at a number of documents, including: the school’s own information about pupils’ learning and progress; planning and monitoring documents; the school development plan; minutes of governing body meetings; records relating to behaviour and attendance; safeguarding information; and health and safety documentation.
- The inspectors analysed the 52 questionnaire responses from staff.

## Inspection team

Michael Capper, Lead inspector

Additional Inspector \*

Vreta Bagilhole

Additional Inspector

Julie Dent

Additional Inspector

## Full report

### Information about this school

- This is larger than the average-sized primary school.
- Children in the early years are taught full time in one of four Reception classes and part time in the Nursery.
- Around half of pupils are White British. Most other pupils have Eastern European backgrounds. The proportion of pupils who speak English as an additional language is high. The main home languages for these pupils are Lithuanian and Polish.
- An above-average proportion of pupils join or leave the school during each year. Many of those pupils who arrive during the year are new to the country and do not speak English.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils supported though the pupil premium is much higher than the national average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and for children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is due to increase in size over the next two years and there was ongoing building work taking place during the inspection to prepare for this.
- There have been a high number of changes in staffing since the previous inspection.

### What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement by ensuring that:
  - teachers always expect enough of the quality of pupils when they are working
  - the work given to pupils is not too hard or too easy
  - pupils are given clear guidance about how to improve their work.
- Improve leadership and management by ensuring that:
  - leaders' expectations of what pupils can achieve are consistently high
  - teachers are given more support and training to secure more rapid improvement in the quality of teaching
  - subject and other leaders are fully involved in securing the needed improvements in teaching and learning
  - the governing body appropriately challenges leaders and helps to drive school improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- While securing some improvements, senior leaders have not yet established consistently good teaching and learning across the school. The pace of change has been slowed by staffing changes. These have made it difficult to establish a culture where pupils can flourish academically as well as socially.
- Leaders' expectations are too low for the levels of attainment that can be reached by pupils. Consequently, pupils' achievement across the school is not consistently good. Leaders know that they have not done enough to ensure that pupils make good progress.
- The leadership and management of teaching require improvement. Senior leaders have not yet secured sufficient improvement in the quality of teaching and too many inconsistencies remain. The headteacher and the deputy headteacher provide individual support where teaching is not yet good. Teachers are held to account through challenging targets that are closely linked to improving pupils' progress. Pupils' books show that this is beginning to have an impact. There is more good teaching than at the time of the previous inspection and progress, while not yet good, is beginning to pick up.
- Middle leaders, such as those in charge of subjects, are keen and enthusiastic. However, they have not done enough to tackle inconsistencies in provision; for example, in the quality of teachers' marking. The impact of their efforts have not been translated into sufficiently improved achievement for all pupils.
- Early years provision is well led and managed. Leaders check provision regularly and very carefully. As a result, they have a good understanding of what is going well and what still needs improving.
- Leaders work closely with parents to involve them fully in school life. Most parents are happy with the school. They are particularly positive about the way that leaders provide a secure, safe and happy environment for pupils from often challenging circumstances. Typical comments from parents included, 'My child loves school' and 'Staff always help us if we have a problem.'
- Additional government funding to promote physical education and sport is used successfully to promote pupils' well-being. A sports coach provides skilful teaching and is helping to improve the skills of teachers. Pupils enjoy physical activity and participate enthusiastically in sporting activities, both in and out of lessons.
- The rich and varied curriculum (topics and the subjects taught) provides pupils with a wealth of interesting activities. It rightly focuses on developing pupils' basic skills in literacy and numeracy, but this is not securing good progress across the school. Visits, visitors and clubs greatly enrich learning and make a strong contribution to pupils' enjoyment of school and their spiritual, moral, social and cultural development.
- Leaders successfully promote British values such as tolerance and respect. Leaders do not accept any discriminatory behaviour and they ensure that pupils also know how important this is. Pupils are kind to each other and get on well together, whatever their background. Visits from a local Member of Parliament have helped to bring modern democracy alive. Older pupils are very keen to visit the House of Commons so that they can see democracy in action. These activities prepare the pupils well for life in modern Britain.
- The local authority has provided effective support, enabling the school to improve over the last two years.
- Safeguarding arrangements meet statutory requirements and are effective. Members of staff have up-to-date and thorough training in caring for young pupils. Arrangements for keeping pupils safe during on-going building work are very thorough.
- **The governance of the school:**
  - Governors are keen and supportive but they do not provide enough challenge to school leaders. Some governors are fully involved in checking provision for themselves but responsibility for doing this is not shared widely enough.
  - Governors receive good information from the headteacher on pupils' progress and the quality of

teaching. This means that they understand where teaching is stronger or weaker, and how well the school is performing in comparison with others. They are supporting the headteacher in improving teaching and tackling underperformance. Through performance management arrangements, they ensure that only good teaching is rewarded financially.

- Governors keep a watchful eye on spending. They have taken good account of the needs of the local community by, for example, appointing bilingual staff who can work with pupils and liaise with parents.
- Governors check that the pupil premium is being used appropriately. They ensure that the additional support given to these pupils is helping to narrow the gap between the attainment of eligible pupils and others.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils work well together. They support each other in the classroom or when playing outside. They work hard and they enjoy coming to school. These good attitudes have a positive impact on their learning.
- The small number of pupils who, at times, find it hard to regulate their own behaviour, are very well supported by additional adults such as those in the 'well-being' team. They are particularly skilled in helping these pupils to improve and change their behaviour so that it does not impact on others.
- Pupils conduct themselves well in school. In the early years, children confident, showing good self-reliance as they choose where to work. They concentrate well and thoroughly enjoy their work. Across the school, pupils are polite and courteous and have good manners.
- Pupils enthusiastically take responsibility. For example, school councillors make a good contribution to school life. Newly arrived pupils report that they quickly make new friends because the school gives them 'buddies' to help them settle. The 'buddies' take their responsibility very seriously.
- The school checks attendance rigorously and any absences are followed up quickly. Consequently, attendance has improved and, in the current year, is close to national averages. The school is using a wide range of approaches to encourage and support parents to bring their children to school every day.

### **Safety**

- The school's work to keep pupils safe and secure is good. Parents who responded to the online questionnaire and those who spoke to inspectors in the playground say their children are kept safe. This is one of the things that they like most about the school.
- Pupils confirm that they feel safe. They say that they can easily talk to any adult, and any unhappiness is quickly identified and resolved.
- School records show that there is little bullying. Pupils agree. They say that, when it does occur, it is dealt with very quickly. Pupils have a good understanding of different forms of bullying. They know that people should not be treated differently because of where they come from or what they look like. As a consequence, racial harmony in school is good.
- The school does all it can to teach pupils about e-safety. They have taught pupils the dangers of using the internet to share information and have shown them how they can keep their personal details private. Pupils know that they should talk to an adult if they encounter anything that makes them feel uncomfortable.

## **The quality of teaching** requires improvement

- The quality of teaching is not consistently good. There are examples of good teaching but teaching overall requires improvement because pupils are not always achieving as well as they should in literary, writing and mathematics. Work is sometimes too hard for less-able pupils or too easy for the most able, with the result that not all pupils make as much progress as they should.

- Teachers do not always expect enough of pupils. While they have a good understanding of what pupils could achieve, they do not ensure that this is consistently reflected in the quality of the work that they produce.
- Teachers give pupils much praise, which helps to develop their confidence and encourages them to work without fear of failure. However, pupils are not given enough advice about how to improve their work. Teachers mark work regularly but the quality of feedback they provide varies too much. The guidance given often does not help pupils to understand the next steps in their learning or to correct errors. Consequently, pupils are unclear about what they need to do to improve their work.
- There are strengths to teaching across the school. Teachers establish good relationships with pupils and they manage behaviour extremely well. There is a strong focus on extending pupils' speaking skills, especially for those who speak English as an additional language. Pupils frequently share ideas when working, which enriches their vocabulary and helps them to improve their confidence in speaking English.
- Teaching assistants make a good contribution to learning, especially when working with small groups of disabled pupils or those who have special educational needs. They liaise closely with teachers to ensure that pupils improve skills quickly at those times when they are being given focused help.
- In the early years, children are taught well. Teachers and teaching assistants work together closely to plan work that the children find interesting and engaging. There is good support for children in the early stages of learning English. This helps them to become confident quickly in speaking English.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because progress is not consistently strong across the school.
- National test data at the end of Year 2 and Year 6 is adversely affected by a high number of pupils who arrive at the school throughout the year with little or no spoken English. Consequently, results of National Curriculum tests at the end of Key Stages 1 and 2 are consistently below national averages. However, the gap is smaller than in published data for pupils who started their education at the school or have been at the school for some time. While late-arriving pupils make steady progress from their often low starting points, there is not always enough time for these pupils to reach the expected level for their age by the end of Year 2 and Year 6.
- The school does not ensure that all pupils make good progress. The most-able pupils make similar progress to their classmates. They do not make consistently good progress across subjects because the work is sometimes too easy for them.
- The achievement of disabled pupils and those who have special educational needs requires improvement. They make the best progress when they are given focused support that is closely matched to their specific learning needs. At other times, there are occasions when work is not matched to their individual learning needs and is too difficult.
- Disadvantaged pupils supported through additional funding make the same uneven progress as others in lessons but the gap between their attainment and that of others is narrowing steadily because of the more rapid progress they make when they are given additional support at other times. In national tests at the end of Year 6 in 2014, eligible pupils were about two terms behind their classmates in mathematics and writing but were around a term ahead in reading. When compared to pupils nationally, they were about four terms behind in mathematics and writing, and two terms behind in reading.
- The achievement of pupils who speak English as an additional language, including those with Eastern European backgrounds, requires improvement because they are not taught consistently well. However, they make good progress in learning spoken English, even if they have been in school for only a short time.

- Inspection evidence and work in pupils' books show that the work of the senior leaders is beginning to secure accelerated progress in both Key Stages 1 and 2, with consequently improving attainment. For instance, pupils currently in Year 2 and Year 5 are already ahead of last year's similar groups. Nonetheless, progress across the school remains uneven and because of this, achievement requires improvement.

### The early years provision

is good

- When children start school, in either the Nursery or Reception Year, very few are working at a typical level of development for their age. Language, literacy and social skills are especially weak. Although attainment by the end of the Reception Year is below average, this reflects good progress from these starting points. Children achieve well in both the Nursery and Reception classes. The high-quality care and nurturing of staff allow children to flourish and ensures that they are ready for life in Year 1.
- Children are taught well. Teachers and support staff are knowledgeable about how young children learn. They plan exciting activities that support good learning in all areas of the curriculum. They have particularly high expectations of children's social development, providing calm and sensitive support to help them develop good confidence, self-reliance and self-esteem. They ensure that children are kept safe.
- Children quickly learn to behave well and they feel safe. They support each other well when working and they use resources very sensibly. When working on large apparatus, such as climbing frames, they ensure that their actions do not hurt others.
- Staff work together well to check on children's learning. They keep detailed records of children's progress in learning journals. This ensures that staff have an accurate understanding of what children can and cannot do so that they can plan and provide activities that match their individual learning needs and which challenge all groups, including the most able.
- When children are working, adults often ask questions to see what they have learnt. However, occasionally, they do not intervene quickly enough to move learning on when children have already grasped a concept.
- Adults help children to improve their speaking skills quickly by taking every opportunity to extend their vocabulary and to check that they understand new words. As a result, children with special educational needs or who are learning English as an additional language are well supported and make good progress.
- Teachers make good use of the outdoor area to support children's learning. They make work purposeful by linking it around a central theme. For example, after a visit from 'Mr Magoo', children explored shapes by cutting pizzas, extended creative skills by drawing and painting them, and learnt to work together by making 'mud pizzas' in the outdoor area. Activities such as these build well on children's curiosity and make a good contribution to their spiritual, moral, social and cultural development.
- Early years provision is well led and managed. Leaders carefully analyse data on children's progress to see where additional support is needed. They work very closely with parents to break down barriers between home and school. Parents say they feel fully involved in their children's learning. They welcome the ideas such as the 'postcard' communications between home and school because it helps them know what their children can and cannot do.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	133782
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	462126

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	486
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Purt
<b>Headteacher</b>	Nicola Parker
<b>Date of previous school inspection</b>	19 June 2013
<b>Telephone number</b>	01945 583799
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